

TWENTY-SEVENTH

ANNUAL CATALOGUE

OF THE

ILLINOIS

STATE NORMAL UNIVERSITY,

NORMAL, ILLINOIS

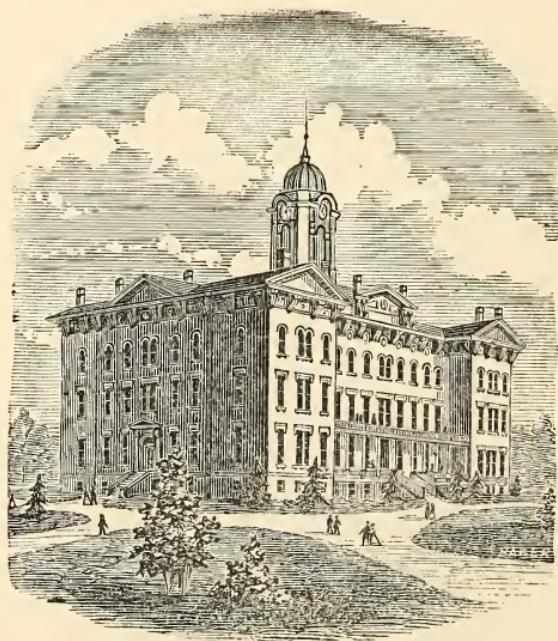
FOR THE

ACADEMIC YEAR ENDING JUNE 25, 1885.

BLOOMINGTON, ILL.

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1885.



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First Assistant, Normal School.

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Second Assistant, Normal School.

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Special Assistant.

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BLANCHARD, EVA M.	STEWART, LUCY E.
CROW, ADA M.	TELFORD, EVA G.
DEWEY, HELEN A.	TOWN, HARRIET A.
ELLIOTT, AGNES	WERLEY, EMMA
FURMAN, LAURA L.	CATION, ALEXANDER.
GILDEMEISTER, THEDA	CLINE, JACOB S.
GODFREY, DAISY C.	CREEKMUR, DAVID W.
GRANT, MAGGIE J.	FRASER, THORNTON R.
GRAY, LUCY D.	GALBREATH, LOUIS H.
GRAY, RUBY C.	GOCCH, ARTHUR F.
GRISWOLD, EMMA C.	GRAY, DAVID S.
HEDGES, HATTIE M.	KARR, LYON
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MCREYNOLDS, STELLA.	TROWBRIDGE, OLIVER R.
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MAGINNIS, MARY E.	WILL, THOMAS E.
MERRILL LYDIA	YODER, ISAAC H.

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BALLER, CORA A.	PIPER, MARY
BUSH LUTIE A.	REID, MARY J.
CARPENTER, MARY A.	ROBERTS, TAMA M.
COLSON, ANNA L.	SHINN, MARY
CRIST, MARTHA	SUMNER, JESSIE E.
DENMAN, LUELLA M.	VICTOR, MAGGIE M.
DUNCAN, DORA A.	WILSON, SABAH S.
GASTON, ANNA C.	
GASTON, FLORENCE M.	BARTON, FRED.
GIFFORD, THENA A.	BRODE, HOWARD S.
GLIDDEN, CORA L.	COMBS, EDWIN S.
HARRIS, MATTIE M.	CREEKMUR, J. W.
KELLY, MINNIE B.	GLOTFELTER, JOHN H.
KIMBALL, MARY L.	HOLFERTY, GEO. M.
LISK, EMMA E.	HUGHES, JOHN W.
MCVAY, FLORENCE	KNUCKEY, ALBERT E.
MILLER, MARY J.	MAGERS, SAMUEL D.
MILLS, HATTIE A.	METCALF, HARRY C.
NORTH, LAURA	SMITH, ALMERSON W.
OTT, CARRIE C.	TARBOX, C. S.

*The First Class of Pupil-Teachers embraces those who have taught successfully for three or more terms in the Model School, rarely in the Normal; the Second Class, those who have taught two terms; and the Third Class those who have taught less than two terms. In a few instances, those who have presented approved daily comments on a term's observation of others' teaching are credited under this head.

THIRD CLASS.

BABCOCK, LOUISA L.
 BATCHELDER, M. JANE
 BERRY AVIS
 BURKHOLDER ZILLAH
 CRABS, SARAH J.
 ETRICK, MOLLIE A.
 GIBSON, LIZZIE L.
 GOODE, CARRIE B.
 GOODE, JENNIE A.
 KELLEY ELLA
 LEUTWILER, ROSA A.
 LORD, MARY F.
 MCINTYRE, NELLIE L.
 MAUCK, K. GRACE.
 MILES, AMELIA R.
 PEETZ, LUCY S.
 PIETON, ANNA.
 SAVAGE, ELIZA: ETH L.
 SMITH, ANNA M.
 SMITH, FLORA B.
 SMITH, MINNIE E.
 STEVENS, JOSEPHINE
 STEWART, AGNES E.
 STIPP, JENNIE M.
 WALLACE, JULIET A.
 WHEATLEY, EMMA.

COLEMAN, MATTHEW G.
 CRANE, FRANCIS M.
 DEWOLF, FRANK L.
 DUNBAR, MOSES B.
 FRITTER, ENOCH A.
 GREABEIEL, JOSEPH W.
 HART, CHAS. W.
 HOLFERTY, JOSEPH M.
 KASBEER, JOAB B.
 KENSIL, HIRAM S.
 McCARREL, HANAN
 MIDDLETON, ANTHONY
 MINER, WILLIAM
 MOORE, THOMAS O.
 RHOTON, LEWIS
 ROWSON, W. M. J.
 SMITH, EDMUND B.
 SPELLMAN, ELBRIDGE N.
 WATT, CHARLES F.
 WATT, CLARENCE H.
 WHITTAKER, KEENAN G.
 ZOLL, EDWARD C.

SUMMARY.

FIRST CLASS,	-	-	-	-	-	44
SECOND CLASS,	-	-	-	-	-	39
THIRD CLASS,	-	-	-	-	-	48
Total number of Pupil-Teachers,	-	-	-	-	-	131

STUDENTS.

NAMES.	SENIOR CLASS.	RESIDENCES.
Adams, M. Joice	.	Normal, McLean
Adams, Sue P.	.	" "
Blanchard, Eva M.	.	Mendota, LaSalle
Dewey, Helen A.	.	Aurora, Kane
Elliott, Agnes	.	Peotone, Will
Grand, Maggie J.	.	Sunny Hill, Henry
Gray, Ruby C.	.	Normal, McLean
Hubbard, Olive B.	.	El Paso, Woodford
McVay, Luella	.	Clinton, De Witt
Reid, Anna	.	Amboy, Lee
Saltsman, Katie	.	Bloomington, McLean
Savage, Helen E.	.	Lockport, Will
Stewart, Lucy E.	.	Philo, Champaign
Wesley, Emma	.	LaSalle, LaSalle
Cation, Alexander	.	Eugene, Knox
Fraser, Thornton R.	.	Plainfield, Will
Galbreath, Louis H.	.	Ashmore, Coles
Glottfelter, John H.	.	Armington, Tazewell
Howard, Charles L.	.	Towanda, McLean
Karr, Lyon	.	Heyworth, McLean
Kellogg, John R.	.	Maywood, Cook
McMurray, Thomas B.	.	Auburn, Sangamon
Mountjoy, John C.	.	Atlanta, Logan
Tarbox, Cornelius S.	.	Bath, Maine
Trowbridge, Oliver R.	.	Ludlow, Champaign
Wilkinson, John J.	.	Argenta, Macon
Will, Thomas E.	.	Roanoke, Woodford
Yoder, Isaac H.	.	Normal, McLean
SENIORS,	.	28

CLASSIFICATION—The SENIOR CLASS includes those who graduated this year. The MIDDLE CLASS includes under-graduates who have finished more than one year's study; Section A have accomplished more than two year's work; Section B just two years, and Section C less than two. The JUNIOR includes students who have done one years work or less; Section A have done just one year's work; Section B, the work of two terms, and Section C, a less amount.

N. B.—The name of no student appears in the Catalogue unless he has been in school at least four weeks of the current year.

MIDDLE CLASS.

NAMES.	SECTION A.	RESIDENCES.
Crow, Ada M.	.	<i>Cotton Hill, Sangamon</i>
Furman, Laura L.	.	<i>Normal, McLean</i>
Gildemeister, Theda	.	<i>Bunker Hill, Macoupin</i>
Gray, Lucy D.	.	<i>Mt. Vernon, Jefferson</i>
Hester, Carrie B.	.	<i>Centralia, Marion</i>
Hursey, E. Margaret	.	<i>Normal, McLean</i>
Kelly, Minnie B.	.	<i>Table Grove, Fulton</i>
Kimball, Mary L.	.	<i>Normal, McLean</i>
Shinn, May	.	<i>Cable, Mercer</i>
Bishop, James A.	.	<i>Lebanon, St. Clair</i>
Brode, Howard S.	.	<i>Buda, Bureau</i>
Creekmur, David W.	.	<i>Tower Hill, Shelby</i>
Creekmur, John W.	.	<i>Tower Hill, Shelby</i>
Hieronymus, Robert E.	.	<i>Armington, Tazewell</i>
Middleton, Anthony	.	<i>Tower Hill, Shelby</i>
Smith, Edmund B	.	<i>Fana, Christian</i>

SECTION B.
Baker, Septina
Baller, Cora A.
Colson, Anna L.
McVay, Florence
Marrow, Olive S.
Mauck, K. Grace
Mills, Hattie A.
Telford, Eva G.
Gray, David S.
Hughes, John W.
Knuckey, Albert E.
Magners, Samuel D.
Watt, Clarence H.

SECTION C.
Batchelder, N. Jane
Bean, Lizzie F.
Bellows, S. Adda
Berry, Avis
Bierbower, Elizabeth
Bishop, Becca
Burkholder, Zillah M.

NAMES.	RESIDENCES.
Bush, Carrie L.	<i>Belvidere, Boone</i>
Bush, Lutie A.	<i>Normal, McLean</i>
Carpenter, Mary A.	<i>Champaign, Champaign</i>
Crist, Martha	<i>Bloomington, McLean</i>
Denman, Luella M.	<i>Oak Grove, McLean</i>
Duncan, Dora A.	<i>Blandinsville, McDonough</i>
Etrick, Moilie A.	<i>Auburn, Sangamon</i>
Gaston, Florence M.	<i>Normal, McLean</i>
Gifford, Parthena A.	<i>Morris, Grundy</i>
Glidden, Cora L.	<i>DeKalb, DeKalb</i>
Godfrey, Daisy C.	<i>Lemont, Cook</i>
Goode, Carrie B.	<i>Harristown, Macon</i>
Griswold, Emma C.	<i>Plymouth, Hancock</i>
Hammers, Elizabeth	<i>Secor, Woodford</i>
Hedges, Hattie M.	<i>Eureka, Woodford</i>
Hunter, Mary L.	<i>Calhoun, Richland</i>
Leutwiler, Rosa A.	<i>Alhambra, Madison</i>
Lisk, Emma E.	<i>Peoria, Peoria</i>
Lord, Mary F.	<i>Normal, McLean</i>
Maginnis, Mary E.	<i>Rutland, Marshall</i>
Merrill, Lydia	<i>Astoria, Fulton</i>
Miller, Rosa B.	<i>Pana, Christian</i>
Neil, Jennie B.	<i>Macon, Macon</i>
Ott, Carrie C.	<i>Bloomington, McLean</i>
Pieton, Annie	<i>Campus, Livingston</i>
Piper, Mary	<i>Charleston, Coles</i>
Reid, Mary J.	<i>Murrayville, Morgan</i>
Roberts, Tama M.	<i>Gibson City, Ford</i>
Rutledge, Cynthia A.	<i>Empire Station, McLean</i>
Savage, Elizabeth L.	<i>Virginia, Cass</i>
Smith, Anna M.	<i>Pana, Christian</i>
Smith, Carrie V.	<i>Pana, Christian</i>
Smith, Flora B.	<i>Cerro Gordo, Piatt</i>
Smith, Florence L.	<i>Farmer City, McLean</i>
Smith, Minnie E.	<i>Amboy, Lee</i>
Stewart, Agnes E.	<i>Philo, Champaign</i>
Town, Harriett A.	<i>Bloomington, McLean</i>
Victor, Maggie W.	<i>Normal, McLean</i>
Wallace, Juliet A.	<i>Chicago, Cook</i>
Wheatley, Emma	<i>DuQuoin, Perry</i>
Bailey, John S.	<i>Sugar Grove, Indiana</i>
Barton, Fred	<i>Summer Hill, Pike</i>
Cline, Jacob S.	<i>Saybrook, McLean</i>
Coleman, Matthew G.	<i>Danville, Vermilion</i>

NAMES.	RESIDENCES.
Combs, Edwin S.	<i>Fountain Grove, Hancock</i>
Crane, Francis M.	<i>Griggsville, Pike</i>
Diller, Joseph W.	<i>Rutland, La Salle</i>
*Dysinger, Lewis N.	<i>Tiskilwa, Bureau</i>
Fritter, Enoch A.	<i>Shelbyville, Shelby</i>
Gooch, Arthur F.	<i>Delavan, Tazewell</i>
Hart, Charles W.	<i>Moawequa, Shelby</i>
Holferty, George M.	<i>Eureka, Woodford</i>
Holferty, Joseph M.	<i>Eureka, Woodford</i>
Kasbeer, Joab R.	<i>Ohio, Bureau</i>
Kilbride, Thomas M.	<i>Havana, Mason</i>
McCarrel, Hanan.	<i>Atlanta, Logan</i>
Miner, William,	<i>Stewardson, Shelby</i>
Moore, Thomas O.	<i>Lostant, La Salle</i>
Norvell, Louis P.	<i>Danville, Vermilion</i>
Rhoton, Lewis	<i>Bloomington, McLean</i>
Rowson, William J.	<i>Richmond, McHenry</i>
Smith, Adna T.	<i>Toulon, Stark</i>
Smith, Almeron W.	<i>Pana, Christian</i>
Snapp, George N.	<i>Cerro Gordo, Piatt</i>
Spellman, Elbridge N.	<i>Henry, Marshall</i>
Warner, Edwin C.	<i>Elba Centre, Knox</i>
White, John A.	<i>Blandinsville, McDonough</i>
Whittaker, Keenan G.	<i>Roanoke, Woodford</i>
Young, Albert	<i>Cisco, Piatt</i>
Zoll, Edward C.	<i>Ipava, Fulton</i>
MIDDLE CLASS,	107

JUNIOR CLASS.

SECTION A.

Burlingame, Carrie M.	<i>Delavan, Tazewell</i>
Casselberry, Illinois	<i>Nokomis, Montgomery</i>
Chandler, Fannie M.	<i>Galena, Jo Daviess</i>
Clark, Lulu	<i>Olney, Richland</i>
Crabs, Sarah J.	<i>Hamlet, Mercer</i>
Deck, Kittie A.	<i>Fisher, Champaign</i>
Eustice, Sarah A.	<i>Elizabeth, Jo Daviess</i>

*These names marked with a star are names of persons who have given their pledge of intention to teach, and are pursuing the regular Normal course; but, by reason of residence in McLean county, or wishing to be free to teach in other States, or because not of legal age, they have not been admitted to the Normal School as State beneficiaries. They pay tuition as model students, at the rate of thirty dollars a year.

NAMES.	RESIDENCES.
Ferris, Ella M.	Capron, Boone
Goode, Jennie A.	Harristown, Macon
Harris, Mattie M.	Danvers, McLean
Heaney, Alice A.	Saxon, Henry
Heaney, Mary	Saxon, Henry
*Hubbard, Honor A.	Hudson, McLean
Hunter, Nettie S.	Calhoun, Richland
Lee, Dora	Shabonier, Fayette
*Lenze, Bertha	Bloomington, McLean
*Loudon, Jennette M.	Bloomington, McLean
McGill, Sarah A.	Gridley P. O., Livingston
McIntire, Nellie L.	Neponset, Bureau
Miles, Amelia R.	Virginia, Cass
Morse, Helen S.	Shawneetown, Gallatin
Munroe, Lydia I.	Peru, La Salle
*Patterson, Mattie	Heyworth, McLean
Peairs, Mary J.	Normal, McLean
Peetz, Lucy S.	Rock Island, Rock Island
Philbrook, Cora	Normal, McLean
Philbrook, Mamie B.	Normal, McLean
Reed, Ella M.	Elizabeth, Jo Daviess
Shinkle, Abbie L.	Normal, McLean
Smith, Frances	Gridley P. O., Livingston
Stillwell, Louis C.	Lostant, La Salle
Strawn, Hattie	Odell, Livingston
*Sutherland, Alice M.	Holder, McLean
Wilson, Sarah S.	Green Valley, Tazewell
Anderson, Christian O.	Vallers, Minnesota
Cushman, Burritt A.	Urbana, Champaign
Decker, Henry A.	Oskaloosa, Kansas
De Wolf, Frank L.	Kingston, DeKalb
Galbraith, William J.	Atwater, Macoupin
McBride, Walter D.	Time, Pike
Metcalf, Harry C.	Normal, McLean
Needham, Elijah	Virginia, Cass
*Porter, Walter G.	Normal, McLean
Replogle, Benjamin F.	Cerro Gordo, Piatt
Utz, William C.	Georgetown, Indiana
Watt, Charles F.	Armington, Tazewell
Williams, Thomas B.	Tuscola, Douglas
SECTION B.	
Allen, Emma C.	Peoria, Peoria
Babcock, Louise L.	Watertown, Rock Island
Baller, Fannie I.	Bloomington, McLean

NAMES.	KESIDENCES.
Benson, Annie L.	<i>Bushnell, McDonough</i>
Bigham, M. Kate	<i>Chatsworth, Livingston</i>
Bradford, Julia A.	<i>Woodlawn, Jefferson</i>
Bristol, Luella P.	<i>Plainfield, Will</i>
Brown, Maggie H.	<i>Pawnee, Sangamon</i>
Buckley, Jessie F.	<i>Streator, LaSalle</i>
Canfield, Alice B.	<i>Morrison, Whiteside</i>
Carrier, Lillian M.	<i>Chillicothe, Peoria</i>
Coffey, Mary E.	<i>Elgin, Kane</i>
Combes, Maggie M.	<i>Lynnsville, Morgan</i>
*Corson, Sue E.	<i>Normal McLean</i>
Cullinan, Ellen	<i>Dillon, Tazewell</i>
Davis, Parmelia C.	<i>Elizabeth, Jo Daviess</i>
Durkee, Edna L.	<i>Pontiac, Livingston</i>
Edmunds, Abbie	<i>Disco, Hancock</i>
*Elkins, Ida L.	<i>Vienna, Johnson</i>
*Fisher, Alfaretta	<i>Normal, McLean</i>
Foley, N. Lee	<i>Littleton, Schuyler</i>
Garrison, Ella	<i>Bedford, Pike</i>
Gaston, Anna C.	<i>Normal, McLean</i>
Gibson, Lizzie L.	<i>Blandinsville, McDonough</i>
Griffith, Minnie	<i>Bellamy, Missouri</i>
Hedden, Etta S.	<i>Collinsville, Madison</i>
Henning, Nettie	<i>Weston, McLean</i>
Hornback, Abbie	<i>Greenview, Menard</i>
Hughes, Susie A.	<i>Astoria, Fulton</i>
Hunt, Callie F. V.	<i>Middleton, Menard</i>
Hyatt, A. Ella	<i>Sidney, Champaign</i>
Jennings, Aldie	<i>Tonica, LaSalle</i>
Johnston, Cora M.	<i>Hudson, McLean</i>
Jones, Elizabeth	<i>Gibson, Champaign</i>
Juzi, Gertrude,	<i>Virginia, Cass</i>
Ketterman, Jennie	<i>Shannon, Carroll</i>
Killam, Rosetta M.	<i>Tower Hill, Shelby</i>
Kitchell, Clara B.	<i>Heyworth, McLean</i>
*Knapp, Addie O.	<i>Saybrook, McLean</i>
*Knapp, Hattie S.	<i>" "</i>
*Knapp, Laura E.	<i>" "</i>
Langford, Blanch M.	<i>Shabbona, DeKalb</i>
Leonard, Hannah S.	<i>Tremont, Tazewell</i>
Lowry, Anice I.	<i>Milledgeville, Carroll</i>
McElroy, Elizabeth K.	<i>Roseville, Warren</i>
McReynolds, Stella	<i>Normal, McLean</i>
Milligan, Fannie C. A.	<i>Rossville, Vermillion</i>
Miner, Nora	<i>Stewardson, Shelby</i>
*Moloney, Kate C.	<i>Bloomington, McLean</i>

NAMES.	RESIDENCES.
Montgomery, Jane C.	<i>Payson, Adams</i>
Montgomery, Margaret,	<i>Rockford, Winnebago</i>
*Mowrer, Mary E.	<i>Osman, McLean</i>
Murray, Anna B.	<i>Gilson, Knox</i>
North, Laura	<i>Kappa, Woodford</i>
Patten, Mary L.	<i>DeKalb, DeKalb</i>
Patterson, Harriet R.	<i>Delavan, Tazewell</i>
Putnam, Helen S.	<i>Dewey, Champaign</i>
Rebman, M. Emma	<i>Vienna, Johnson</i>
*Rodman, Josephine.	<i>Saybrook, McLean</i>
Rowan, Cora	<i>Eureka, Woodford</i>
Ruhl, Clara B.	<i>Topeka, Mason</i>
Ryan, Kate	<i>Gaetena, Jo Daviess</i>
Seely, Emma J.	<i>Neponset, Bureau</i>
Sekinger, Joanna	<i>Vandalia, Fayette</i>
Shardon, Lucy C.	<i>Hillsboro, Montgomery</i>
Shoemaker, Sophia M.	<i>Biggsville, Henderson</i>
Stetson, Lillian M.	<i>Normal, McLean</i>
Stevens, I. Josephine	<i>Springfield, Sangamon</i>
Stipp, Jennie M.	<i>Princeton, Bureau</i>
Sumner, Jessie E.	<i>Bloomington, McLean</i>
Syfert, Mary I.	<i>Peoria, Peoria.</i>
*Trimmer, Etta J.	<i>Hudson, McLean</i>
Walker, Sallie B.	<i>Lilly, Tazewell</i>
Ward, Eva,	<i>Jacksonville, Morgan</i>
Webb, Charlotte B.	<i>Bloomington, McLean</i>
Webster, Rhoda L.	<i>El Paso, Woodford</i>
West, Hattie	<i>Nora, Jo Daviess</i>
Wilson, Maggie P.	<i>Loda, Iroquois</i>
Wilson, Sarah A.	<i>Appaloosa, Hancock</i>
Wirt, Annie	<i>Ellsworth, McLean</i>
Wyatt, Lula R.	<i>Buckley, Iroquois</i>
Baker, James T.	<i>Stone's Prairie, Adams</i>
Baker, John W.	<i>McLean, McLean</i>
Baker, George B. McC.	<i>Dexter, Effingham</i>
Benedict, Edwin W.	<i>Pontiac, Livingston</i>
Brown, William N.	<i>Oconee, Shelby</i>
*Buck, Lemuel F.	<i>Moewequa, Shelby</i>
*Burns, James	<i>Hudson, McLean</i>
Carper, Daniel W.	<i>Seymour, Champaign</i>
Cass, Sherman	<i>Fithian, Vermilion</i>
Churchill, Harvey W.	<i>DeLand, Piatt</i>
Foster, Edwin G.	<i>Shelbyville, Shelby</i>
Freed, John K.	<i>Oregon, Ogle</i>

NAMES.	RESIDENCES.
Goodwin, Arthur F.	<i>Moewequa, Shelby</i>
Greabeiel Joseph W.	<i>Panola, Woodford</i>
Hall, Jay Cabe	<i>Mascoutah, St. Clair</i>
Hoff, George S.	<i>Rossville, Vermilion</i>
Johnston, Lee G.	<i>Champaign, Champaign</i>
Kelley, Watson N.	<i>Watnut, Bureau</i>
Kensil, Hiram S.	<i>Shelbyville, Shelby</i>
King, Frank E.	<i>Whitehall, Greene</i>
King, Willard E.	<i>Pana, Christian</i>
Kring, William H.	<i>Kappa, Woodford</i>
Kyle, Julius S.	<i>Highland, Madison</i>
Moore, Jefferson	<i>Lenzburg, St. Clair</i>
Morrison, William J.	<i>Peotone, Will</i>
Nixon, Geo. M.	<i>Marissa, St. Clair</i>
Peak, Giles M.	<i>Winchester, Scott</i>
Shleich, Jacob E.	<i>Fairview, Fulton</i>
Skinner, Albert,	<i>Normal, McLean</i>
Snapp, Franklin J.	<i>Shelbyville, Shelby</i>
Strong, J. Arthur	<i>Roseville, Warren</i>
*Waddle, Herbert C.	<i>Normal, McLean</i>
Watkins, Amos,	<i>Dixon, Lee</i>
Wildy, Frank,	<i>Lenzburg, St. Clair</i>
Winsor, John	<i>Farmington, Fulton</i>

SECTION C.

Armstrong, Fannie F.	<i>Chandlerville, Cass</i>
Baker, Effie E.	<i>Dwight, Livingston</i>
Bane, Mary.	<i>Arrowsmith, McLean</i>
*Bane, Susan E.	<i>Arrowsmith, McLean</i>
Barton, Mary M.	<i>Sparland, Marshall</i>
*Bay, Clara E.	<i>Bloomington, McLean</i>
*Benson, Lucy A.	<i>Colfax, McLean</i>
*Berryman, Emma S.	<i>Hudson, McLean</i>
*Biggs, Mollie L.	<i>Bloomington, McLean</i>
Bishop, Clara B.	<i>Piper City, Ford</i>
Blackburn, Alice E.	<i>Henry, Marshall</i>
Blair, Columbia	<i>Mackinaw, Tazewell</i>
Bobbitt, Ada L.	<i>Clayton, Adams</i>
Boothe, Alice V.	<i>Harris, Piatt</i>
Boyer, Sarah J.	<i>Ipava, Fulton</i>
Briggs, Jennie L.	<i>Minier, Tazewell</i>
Brooks, Alta	<i>Moewequa, Shelby</i>
Broyhill, Ada C.	<i>Tremont, Tazewell</i>
Buckley, Hattie S.	<i>Streator, LaSalle</i>

NAMES.	RESIDENCES.
Burris, Sarah R.	<i>Auburn, Sangamon</i>
Calkins, Sarah B.	<i>Deer Park, LaSalle</i>
Campbell, Mary	<i>Delavan, Tazewell</i>
*Campbell, Mary J.	<i>Biggsville, Henderson</i>
Caughey, Margaret,	<i>Coal Valley, Rock Island</i>
Cherry, Emma	<i>Virginia, Cass</i>
Clark, Alice M.	<i>Plainfield, Will</i>
*Conklin, Emma J.	<i>Colfax, McLean</i>
Coon, Emma M.	<i>Belvidere, Boone</i>
Correll, Kate L.	<i>Peoria, Peoria</i>
Crocker, Alice M.	<i>Assumption, Christian</i>
Crose, Alice	<i>Towanda, McLean</i>
Cruse, Etta	<i>Patoka, Marion</i>
Curtiss, Maggie	<i>Nora, JoDavies</i>
Daugherty, Ellen E.	<i>Wenona, Marshall</i>
Dayis, Martha B.	<i>Bloomington, McLean</i>
*Deane, Martha B.	<i>Bloomington, McLean</i>
Denny, Arretta J.	<i>Tremont, Tazewell</i>
Denny, Effie A.	<i>" "</i>
Devereux, Stella A.	<i>Plainfield, Will</i>
*Dolan, Josephine M.	<i>Bloomington, McLean</i>
*Donnelly, May L.	<i>McLean, McLean</i>
Drew, Li'zzie	<i>Dixon, Lee</i>
*Dunlap, Elizabeth M.	<i>Bloomington, McLean</i>
Durham, Iva M.	<i>Roscoe, Dakota</i>
Dyer, Ida L.	<i>Atlanta, Logan</i>
Farrell, Catherine H.	<i>LaSalle, LaSalle</i>
Flemming, Emma V.	<i>Shelbyville, Shelby</i>
Freitag, Lucy A.	<i>Minier, Tazewell</i>
Frost, Margaret E.	<i>Oneida, Knox</i>
Gard, Linnie M.	<i>Barry, Pike</i>
Gaulter, Tillie	<i>Bloomington, McLean</i>
Gehrig, Anna M.	<i>Alhambra, Madison</i>
Gibler, Ada L.	<i>Normal, McLean</i>
Given, Mary A.	<i>Weldon, De Witt</i>
Glotfelter, Anna C.	<i>Armington, Tazewell</i>
Gray, Ida B.	<i>Nokomis, Montgomery</i>
Gray, Rosella	<i>" "</i>
Greene, May	<i>St. Louis, Missouri</i>
Griffin, Alice L.	<i>Galesville, Piatt</i>
*Guthrie, Mina	<i>Normal, McLean</i>
Harding, Eliza H.	<i>Ashland, Cass</i>
Hart, Anna B.	<i>Buckley Iroquois</i>
Harvey, Ella M.	<i>Diona, Coles</i>
Haynes, Leta E.	<i>Pontiac, Livingston</i>

NAMES.	RESIDENCES.
*Hays, Mattie	<i>Fithian, Vermilion</i>
Henneigh, Bella C.	<i>Fisher, Champaign</i>
*Hiett, Minnie E.	<i>Saybrook, McLean</i>
Higginson, Pamelia E.	<i>Philadelphia, Cass</i>
Hill, Anna	<i>Mackinaw, Tazewell</i>
Himmelrick, Minnie	<i>Wenona, Marshall</i>
Hull, Ida M.	<i>Stone's Prairie, Adams</i>
Hull, Mamie A.	<i>Wenona, LaSalle</i>
Hulvey, Carrie J.	<i>Lewiston, Fulton</i>
Jennings, Mary F.	<i>Beecher City Effingham</i>
Johnson, Ada D.	<i>Rockford, Winnebago</i>
Jones, Julia M.	<i>Galena, Jo Daviess</i>
Kelley, Ella	<i>Normal, McLean</i>
Kleinan, Lena M.	<i>Flanagan, Livingston</i>
*Koester, Hulda	<i>Bloomington, McLean</i>
Kohl, Mary L.	<i>Belleville, St. Clair</i>
Kuenster, Minnie D.	<i>Waterloo, Monroe</i>
*Lanfear, Ella	<i>Cropsey, McLean</i>
Lindley, Ella M.	<i>Shirley, McLean</i>
Locher, Fannie T.	<i>Cerro Gordo, Piatt</i>
McCaffery, Katie L.	<i>Buckingham, Kankakee</i>
McHaney, Maud	<i>Patoka, Marion</i>
McKee, Maggie B.	<i>Delavan, Tazewell</i>
Magner, Maggie	<i>Wilmington, Will</i>
Mahoney, Margaret A.	<i>Chicago, Cook</i>
Mickens, Lissie	<i>Towanda, McLean</i>
Miller, Alice B.	<i>Chatsworth, Livingston</i>
Miller, Emma	<i>Normal, McLean</i>
Miller, Emma A.	<i>Homer, Champaign</i>
Morrison, Kate C.	<i>Miles, Macoupin</i>
Neal, Ida B.	<i>Seymour, Champaign</i>
Needham, Cecelia	<i>Virginia, Cass</i>
Neely, Maggie J.	<i>Rutland, Marshall</i>
Nelson, Lizzie M.	<i>Champaign, Champaign</i>
Nofsinger, Mary A.	<i>Roanoke, Woodford</i>
Norvell, Lizzie S.	<i>Danville, Vermilion</i>
Olmsted, Bessie O.	<i>Henry, Marshall</i>
Osborn, Hattie K.	<i>Seymour, Champaign</i>
*Patton, Edna	<i>Heyworth, McLean</i>
Pennell, Elsie J.	<i>Shelbyville, Shelby</i>
Porter, Lou.	<i>Kappa, Woodford</i>
Ramsey, Olive	<i>Henry, Marshall</i>
Reading, Alta, A.	<i>Richmond, McHenry</i>
Reid, Ellen	<i>Amboy, Lee</i>
Replogle, Lucinda	<i>Cerro Gordo, Piatt</i>

NAMES.	RESIDENCES.
Riddell, Nettie	Millersburg, Mercer
Rogers, Jennie M.	Macon, Macon
Root, Desdemona	Knoxville, Knox
Root, Grace E.	Bloomington, McLean
*Root, Maud	" "
Rosier, Esther D.	West Union, Iowa
Rosier, Ida E.	" "
Rosier, Myrta B.	" "
Scott, Lola L.	Centralia, Marion
Shellenberger, E.	Mackinaw, Tazewell
*Shelton, Anna L.	Saybrook, McLean
Shure, Nora M.	Elgin, Kane
Shurtz, Kate	Delavan, Tazewell
Simonson, S. Elizabeth	Wenona, Marshall
Smith, Mary E.	Lilly, Tazewell
*Stewart, May E.	Cropsey, McLean
Swaim, Lena B.	Virginia, Cass
*Terpening, Jessie E.	Cropsey, McLean
*Thomas, Jennie A.	Bloomington, McLean
Thompson, Lizzie M.	Rutland, La Salle
Trigger, Phoebe	Loda, Ford
Vance, Orrie J.	Farmer City, DeWitt
*Victor, Mattie W.	Normal, McLean
Walker, Ella	Forest City, Mason
Walker, Maggie S.	Seymour, Champaign
Wallace, Laurabel	Joliet, Will
Wanser, Addie	Minier, Tazewell
Ward, Eva	Jacksonville, Morgan
Ward, Mary L.	Henry, Marshall
Warner, Ella A.	Foosland, Champaign
Waters, Ella J.	Table Grove, McDonough
*Wilson, Minnie B.	Bloomington, McLean
Winter, Jennie F.	Malden, Bureau
Witte, Josepha H. E.	Carlinville, Macoupin
Wood, Anilora V.	Hopedale, Tazewell
Yerion, Hattie M.	Secor, Woodford
Yerion, Jennie B.	" "
Young, Helen A.	Morris, Whiteside
Arnold, Henry S.	Lanark, Carroll
Baird, Frank C.	Urbana, Champaign
Bantz, Henry	Lewistown, Fulton
Bentley, Layton C.	Murdock, Douglas
*Berryman, Robert W.	Hudson, McLean
Billings, Junius S.	Murraysville, Morgan

NAMES.	RESIDENCES.
Blaker, Joseph A.	<i>St. Joseph, Champaign</i>
Bonebreak, Edgar	<i>Bismark, Vermilion</i>
Burgess, Washington M.	<i>Sumnum, Fulton</i>
Coe, Curtis P.	<i>Bloomington, McLean</i>
Cooper, Everett J.	<i>Martinville, Clark</i>
Cruit, Virgil B.	<i>Shelbyville, Shelby</i>
Dunlevy, Charles E.	<i>El Paso, Woodford</i>
Ferre, Lucien A.	<i>Moawequa, Shelby</i>
Ferris, William H.	<i>Capron, Boone</i>
Fisett, Rush L.	<i>Table Grove, Fulton</i>
Freeman, Charles W.	<i>Greenup, Cumberland</i>
Gardner, Harry	<i>Mattoon, Coles</i>
Garver, Edward E.	<i>De Land, Piatt</i>
Goodheart, John W.	<i>Bloomington, McLean</i>
Goodwin, Charles W.	<i>Moawequa, Shelby</i>
Griffin, George W.	<i>Strasburg, Shelby</i>
Hermance, Frank A.	<i>Genoa Junction, Wisconsin</i>
Hoffa, John	<i>Forreston, Ogle</i>
Hutchinson, Thomas S.	<i>Compton, Lee</i>
Kelly, Nathan	<i>Pittsfield, Pike</i>
Ketterman, Daniel B.	<i>Shannon, Carroll</i>
Kimler, Evan M.	<i>Eugene, Knox</i>
Kloutz, Jacob B.	<i>Mc Connell's Grove, Stephenson</i>
Knight, John	<i>Stone's Prairie, Adams</i>
Lawton, J. Wilber	<i>Paris, Edgar</i>
Lindsey, Charles	<i>Mackinaw, Tazewell</i>
*Lock, Orson	<i>Barry, Pike</i>
Luzader, William A.	<i>Pana, Christian</i>
McDermith, James E.	<i>Tower Hill, Shelby</i>
McKown, Isaac N.	<i>Bowensburg, Hancock</i>
McNutt, Joseph G.	<i>Newman, Douglas</i>
Mangold, Herman U.	<i>Rossville, Vermilion</i>
Martin, Harvey J.	<i>Decatur, Macon</i>
*Murdey, J. Henry	<i>Ballard, McLean</i>
Parker, Arthur M.	<i>Parkersburg, Richland</i>
Phalen, Michael	<i>White Heath, Piatt</i>
Pumpelly, George T.	<i>Atlanta, Logan</i>
Radebaugh, William	<i>Danville, Vermilion</i>
Rush, Jacob	<i>Mc Connell's Grove, Stephenson</i>
Severy, Ernest	<i>Danforth, Iroquois</i>
Shirk, John H.	<i>Shannon, Carroll</i>
Skinner, William H.	<i>Somerton, Ohio</i>
Smith, William E.	<i>Toledo, Cumberland</i>
Stetson, Will	<i>Normal, McLean</i>
Thurston, I. Peter	<i>Elmwood, Peoria</i>

NAMES.	RESIDENCES.
Tohill, Noah M.	<i>Flat Rock, Crawford</i>
Travis, Otis D.	<i>Fairbury, Livingston</i>
Underwood, Robert L.	<i>Barry, Pike</i>
Villars, George B.	<i>Catlin, Vermilion</i>
Weygandt, George P.	<i>Millstadt, St. Clair</i>
Wishall, John B.	<i>White Heath, Piatt</i>
JUNIOR CLASS,	367

SUMMARY.

SENIOR CLASS,	28
MIDDLE CLASS,	106
JUNIOR CLASS,	367
Total in Normal Department,	501





Students in this School pay a tuition fee of thirty dollars a year.

28
29
30
31

SENIOR CLASS.

Adams, M. Joice	Normal, McLean
Elder, Robert H.	" "
Loehr, Harry M.	Bloomington, "

UNDER GRADUATES.

NAMES.

Allison, Emma D.
Bailey, Hattie
Boner, Hattie
Boner, Lizzie,
Cheney, Fannie B.
Chittick, Letitia M.
Coble, Annie L.
Cook, Josephine L.
Cook, Lillie E.
Coolidge, Lucy
Coons, Clarissa
Dalton, Lucy
Davis, Helen L.
Dillon, Jessie M.
Ehresman, Kate
Ehresman, Mary E.
Etrick, Amanda
Evoy, Mary A.
Ewing, Nellie
Fell, Mamie L.
Fitzgerald, Ella M.

RESIDENCES.

Covel, McLean
Panola, Woodford.
" "
" "
Bloomington, McLean
Virginia, Cass
Ellsworth, McLean
Normal, McLean
Hampton, Rock Island
Bloomington, McLean
Ellsworth, McLean
Bloomington, McLean
Normal, "
" "
Deer Greek, Tazewell
" "
Normal, McLean
Bloomington, "
" "
Normal, "
Pontiac, Livingston



NAMES.	RESIDENCES.
Fitzwilliam, Annie B.	<i>Bloomington, McLean</i>
Fraser, Clarabel	<i>, Plainfield, Will</i>
Gates, Florence L.	<i>Peotone, Will</i>
Glidden, Bertha M.	<i>DeKalb, DeKalb</i>
Gray, Sadie J.	<i>Mt. Vernon, Jefferson</i>
Harding, Eliza H.	<i>. Ashland, Cass</i>
Harris, Mamie B.	<i>Bloomington, McLean</i>
Harwood, Clara B.	<i>" "</i>
Hill, Daisy D.	<i>" "</i>
Johnston, Ada E.	<i>Dewey, Champaign</i>
Johnston, Jessie L.	<i>Champaign, "</i>
Lipscomb, Mary L.	<i>Bloomington, McLean</i>
McClave, Sybil G.	<i>Buckley, Iroquois</i>
McCulloch, Esther M.	<i>Paris, Edgar</i>
McCurdy, Laura	<i>Bloomington, McLean</i>
McEwen, Annie L.	<i>DeKalb, DeKalb</i>
McMurry, Charlotte	<i>Normal, McLean</i>
McNaught, Fanny	<i>" "</i>
Mathis, Thelia J.	<i>Philadelphia, Cass</i>
Orndorff, Estelle M.	<i>Delavan, Tazewell</i>
Philbrook, Cora	<i>Normal, McLean</i>
Pierce, Nellie G.	<i>Todd's Point, Shelby</i>
Rowell, Cora M.	<i>Bloomington, McLean</i>
Sattley, Olive	<i>Taylorville, Christian</i>
Scott, Harriet	<i>Pecatonica, Winnebago</i>
Scaggs, Montana	<i>Ellsworth, McLean</i>
Smith, Kate E.	<i>Normal, "</i>
Stetson, Lillie M.	<i>" "</i>
Stevenson, Annie M.	<i>Bloomington, "</i>
Tallyn, Irene	<i>Benson, Woodford</i>
Taylor, Lilla	<i>Normal, McLean</i>
Tryner, Alice F.	<i>Bloomington, "</i>
Young, Maude	<i>" "</i>
Younger, Nellie	<i>Benson, Woodford</i>
Adams, William	<i>Normal, McLean</i>
Allin, Luman D.	<i>Bloomington, "</i>
Augustine, Archie M.	<i>Normal, "</i>
Bailey, James S.	<i>Sugar Grove, Indiana</i>
Baird, Walter M.	<i>Pierre, Dakota</i>
Barber, Adelbert F.	<i>Gardner, Grundy</i>
Barker, Alfred	<i>Bloomington, McLean</i>
Beath, Kern	<i>" "</i>
Bittner, Samuel C.	<i>Newburg, Penn.</i>
Bohrer, Jacob A.	<i>Normal, McLean</i>
Bright, John H.	<i>" "</i>

NAMES.	RESIDENCES.
Brown, Lee O'Neil	Earlville, LaSalle
Burr, Arthur D.	Bloomington, McLean
Carr, Clyde	Peotone, Will
Carroll, Clarence C.	Bloomington, McLean
Coolidge, Edward F.	" "
Conover, John H.	Normal, "
Davis, Bert H.	Normal, "
Dinsmore, William V.	Bloomington, "
Edwards, Elmer,	Normal, "
Effinger, John R., Jr.	Bloomington, "
Fitzwilliam, William R.	" "
Foley, Frank E.	Granville, Putnam
Forney, Alfred E.	Benson, Woodford
Funk, Frank H.	Bloomington, McLean
Games, Henry L.	Hiet, Ohio.
Gilkerson, Walter H.	Peotone, Will
Goodwin, Charles W.	Moawequa, Shelby
Gray, Thomas	Normal, McLean
Green, Walter H.	Elizabeth, Jo Daviess
Hammers, Jesse E.	Panola, Woodford
Harris, Daniel O.	Adair, McDonough
Harris, Fred W.	Bloomington, McLean
Harrison, Charles B.	" "
Harrison, Haute H.	Salisbury, Sangamon
Harrison, Van	" "
Herrick, Leon	Kinnmundy, Marion
Holliday, John R.	Stonington, Christian
Hurley, Owen L.	Farmer City, De Witt
Jacobs, Noah M.	Decatur, Macon
Jenkins, Fred E.	Buller, Montgomery
Lonney, Albert J.	Bloomington, McLean
McCann, Frank	White Heath, Piatt
McCarrel, Hanan	Atlanta, Logan
McCarrel, Henry	" "
McCormick, Edmund B.	, Normal, McLean
McCulloch, John	Paris, Edgar
McDonald, David P.	Minonk, Woodford
McDowell, James E.	Bloomington, McLean
McIntyre, James E.	Tremont, Tazewell
Manley, Joseph	Normal, McLean
Martin, Edward J.	Scales Mound, JoDaviess
Messick, Charles	Nora, Jo Daviess
Mills, Heber M.	Normal, McLean
Moore, John W.	Bloomington, "

NAMES.	RESIDENCES.
Muldoon, Albert	<i>Mt. Pulaski, Logan</i>
Patton, Frank R.	<i>El Paso, Woodford</i>
Peairs, George M.	<i>Normal, McLean</i>
Peairs, Harry J.	" "
Porter, Walter G.	" "
Posey, Thomas	" "
Railsback, T. F.	<i>Minier, Tazewell</i>
Read, Clarence G.	<i>Bloomington, McLean</i>
Reeves, Owen T.	" "
Robinson, Fred E.	" "
Roe, William G.	<i>Rutland, La Salle</i>
Rowell, Chester H.	<i>Bloomington, McLean</i>
Ryburn, William F.	" "
Schaffer, Frederick E.	<i>Ocoya, Livingston</i>
Scott, John A.	<i>Fletcher, McLean</i>
Shaw, Maxwell W.	<i>Tremont, Tazewell</i>
Smith, Elmer T.	<i>Peotone, Will</i>
Snyder, Charles E.	<i>Beleflower, McLean</i>
Spence, Brainard	<i>Normal, "</i>
Sudduth, John W.	" "
Thomas, Abraham U.	<i>Franklin Grove, Lee</i>
Town, Harry H.	<i>Earlville, LaSalle</i>
Wadleigh, William H.	<i>Rutland, "</i>
West, Lawrence J.	<i>West, McLean</i>
White, George C.	<i>Fletcher, "</i>
Wiley, Frank A.	<i>Earlville, LaSalle</i>
Williams, Abraham S.	<i>Panola, Woodford</i>
Williams, Marcus L.	<i>Cisco, Piatt</i>
Winchester, Lewis	<i>Bloomington, McLean</i>
Wood, Richard W.	" "
Wooding, Charles S.	<i>Ocoya, Livingston</i>
Wooding, Frank A.	" "
Wyatt, J. Lee	<i>Murrayville, Morgan</i>

SUMMARY.

SENIORS,	3
UNDER-GRADUATES	143
Total in High School,	146

GRAMMAR SCHOOL.

N. B.—Students in this school pay a tuition fee of twenty-five dollars a year, except those in the Intermediate Grade, who pay fifteen dollars a year.

NAMES.	RESIDENCES.
Abbott, Mary F.	<i>Towanda, McLean</i>
Aldrich, Belle	<i>Bloomington, "</i>
Allin, Carrie	<i>Normal, "</i>
Arnett, Etta	<i>Arrowsmith, "</i>
Baller, Blanche	<i>Bloomington, "</i>
Bane, Mary S.	<i>Arrowsmith, "</i>
Bane, Susan	<i>" "</i>
Bedinger, Rosa	<i>Towanda, "</i>
Brooks, Atta	<i>Moawequa, Shelby</i>
Brown, Mattie	<i>Normal, McLean</i>
Buita, Lydia Ann	<i>Oak Grove, "</i>
Burris, Mrs. Sarah	<i>Auburn, Sangamon</i>
Cheney, Grace	<i>Bloomington, McLean</i>
Cook, Agnes	<i>Normal, "</i>
Correll, Kate L.	<i>Peoria, Peoria</i>
Corson, Mabel	<i>Normal, McLean</i>
Corson, Sue E.	<i>" "</i>
Crocker, Alice	<i>Assumption, Christian</i>
Crothers, Rachel	<i>Bloomington, McLean</i>
Cruse, Etta	<i>Patoka, Marion</i>
Davis, Jennie	<i>Swygert, Livingston</i>
Dolan, Josie	<i>Bloomington, McLean</i>
Drew, Lizzie	<i>Dixon, Lee</i>
Durham, Iva	<i>Roscoe, Dakota</i>
Eble, Ellen	<i>Maroa, Macon</i>
Elder, Josie	<i>Bloomington, McLean</i>
Fitzwilliam, May	<i>" "</i>
Furman, Mamie	<i>Normal, "</i>
Haldeman, Mamie	<i>Bloomington, "</i>
Harwood, Kate	<i>" "</i>
Hays, Edith	<i>Homer, Champaign</i>

NAMES.	RESIDENCES.
Hays, Mattie	Homer, Champaign
Henneigh, Belle C.	Fisher, "
Hill, Daisy	Bloomington, McLean
Howard, Mary M.	Le Roy, "
Hull, Ida	Stone's Prairie, Adams
Hutton, Alice	Dixon, Lee
Jaynes, Viola	Normal, McLean
Ketterman, Lottie	Shannon, Carroll
Klein, Maggie	Bloomington, McLean
Koester, Huldah	" "
Langfear, Ella	Cropsey, "
Leaton, May	Bloomington, "
Lipscomb, Louise	Newberry, S. Carolina
Livingston, Rosalia	Bloomington, McLean
McBride, Jennie	Blackstone, Livingston
McCaffrey, Kate	Normal, McLean
McClave, Sybil	Buckley, Iroquois
McElroy, Elizabeth	Kirkwood, Warren
McEnroe, Lizzie	Manito, Marion
McHaney, Maude	Patoka, Marion
McLellan, Lola	Eureka, Nevada
Maloney, Bridget M.	Bloomington, McLean
Mears, Mary	Chenoa, "
Messinger, Lola B.	Patoka, Marion
Merz, Louisa	Bloomington, McLean
Mickens, Clara	Towanda, "
Miller, Alice	Bloomington, "
Oberly, Beatrice	" "
Orndorff, May	Normal, "
Patton, Emma	Heyworth, "
Philbrick, Ida	Stone's Prairie, Adams
Potter, Emma	El Paso, Woodford
Potter, Minnie O.	" "
Reynolds, Mabel	Junction City, Kansas
Richardson, Mattie	Flanagan, Livingston
Rockel, Alice	Normal, McLean
Ross, Bettie	Ellsworth, "
Sawyer, Mintie	Fowler, Adams
Shure, Nora	Elgin, Kane
Skaggs, Mattie	Danvers, McLean
Skaggs, Monta	Ellsworth, "
Sniff, Hettie	Normal, "
Sniff, Mary	" "
Stevenson, Annie	Bloomington, "
Stewart, May	Cropsey, "

NAMES.	RESIDENCES.
Tallyn, Irene	Benson, Woodford
Tallyn, Lizzie	" "
Terpening, Jessie	Cropsey, McLean
Trigger, Phoebe	Loda, Iroquois
Trimmer, Artie	Towanda, McLean
Trimmer, Daisy	" "
Victor, Mattie	Normal, "
Wakeley, Mattie	" "
Walker, Maggie	Seymour, Champaign
Webb, Nellie	Bloomington, McLean
Atkinson, William	Manchester, Scott
Baird, Frank C.	Urbana, Champaign
Baird, Walter	Normal, McLean
Barlow, Willie	" "
Bedinger, Daniel	" "
Bedinger, John	" "
Bishop, James	" "
Bradford, Willis A.	Laur, Jefferson
Broadrick, Ralph D.	Wilton Center, Will
Broyhill, Callie	Normal, McLean
Cook, John	" "
Coolidge, Clifford	" "
Denison, Bert	" "
Evans, Herman	Bloomington, "
Ewing, Spencer	" "
Fell, Lewis	Bloomington, McLean
Fisett, Rush	Table Grove, Fulton
Flagg, Frank	Springfield, Sangamon
Fuller, Park	Normal, McLean
Funk, Isaac	Bloomington, "
Goff, Wilmot	Normal, "
Goodheart, John	Bloomington, "
Gray, James	Normal, "
Gregory, Clyde	" "
Griesheim, Julius	Bloomington, "
Harwood, Kirk	" "
Hedrick, Frank	Arrowsmith, "
Holliday, John R.	Stonington, Christian
Houseman, Joseph	Normal, McLean
Howard, Frank	Leroy, "
Hughes, Ward	Bloomington, "
Huxtable, Morris	Benson, Woodford
Johnson, Thomas	Panola, "
Kelly, Nathan	Pittsfield, Pike

NAMES.	RESIDENCES.
Klots, Ephie	Normal, McLean
Klots, Walter	" "
Livingston, Herman	Bloomington, "
McCulloch, John	Paris, Edgar
McKnight, Willie	Normal, McLean
Maginnis, James	Rutland, LaSalle
Marsh, Wallie	Bloomington, McLean
Willis, Marion	Normal, "
Neeman Eilbertus	Chenoa, "
O'Neil, Miller	Bloomington, "
Palmer, William R.	Cropsey, "
Penniman, William L.	Woodburn, Macoupin
Phalen, Michael	White Heath, Piatt
Philbrook, Lowell	Normal, McLean
Philbrook, Warren	" "
Reeves, Lewis	Bloomington "
Richards, Ernst	" "
Ryburn, Edson	" "
Schenfeldt, Frank	Normal, "
Senseney, Edgar	Bloomington, "
Senseney, Hugh	" "
Shipley, Charley	Normal, "
Smith, Geo. A.	Woodburn, Macoupin
Smith, William E.	Toledo, Cumberland
Snyder, Charles O.	Belleflower, McLean
Stauffer, David M.	Holder, "
Taylor, Woodford	Normal, "
Thomas, Charles	Dixon, Lee
Victor, William	Normal, McLean
Webb, Wylie	St. Louis, Missouri
West, Lawrence	Arrowsmith, McLean
Wildy, Edward	New Athens, St. Clair
Wildy, Frank	Lenzburg, "
Williams, Abe	Bloomington, McLean
Williams, Scott	" "
Wright, Jasper C.	Kane, Greene

Total in Grammar School,

155

PRIMARY SCHOOL.

Bliss, Ada M.	Alexander, Carl
Bowles, Laura P.	Alexander, Hilt H.
Bush, May	Barger, Joe B.
Dekins, Myrtle	Barger, Tommie M.
Dewell, Ida	Bush, Harry, L.
Dewell, Ella	Champion, Frank B.
Foster, Bernice L.	Dewell, Ross
Fritter, Edna E.	Dillon, Harley B.
Gerber, Fannie A.	Dillon, Roy H.
Hamilton, Ina E.	Elkins, Georgie
Heller, Gracie M.	Ford, Lennie
Hendricks, Stella L.	Foster, George K.
Leaton, L. Gracie	Goode, Russell
Logan, Bessie	Hall, Seymour
McCann, Emma L.	Hamilton, Clifford B.
Schofield, Rosa	Harris, Oddie
Shannon, Mattie	Houseman, Cary W.
Simons, Katie H.	Knapp, Guy
Simons, Josie H.	McGowan, Willie
Thorp, Beulah M.	Shannon, Freddie
Tillotson, Fleta M.	Shipley, Eugene J.
Washburn, Jessie	Skinner, Webb
Waterman, Edith D.	Slade, Walter B.
Weinhart, Mattie L.	Tipton, Tommie W.
Yoder, Joy O.	Weinhart, Freddie E.
	Yoder, Carl H.
Total in Primary School	51.

GENERAL SUMMARY.

SENIOR CLASS,	28
MIDDLE CLASS,	107
JUNIOR CLASS,	367
 TOTAL IN NORMAL DEPARTMENT,	 502
 HIGH SCHOOL,	 146
GRAMMAR SCHOOL,	155
PRIMARY SCHOOL,	51
 TOTAL IN MODEL DEPARTMENT,	 352
 GRAND TOTAL IN NORMAL UNIVERSITY,	 854
DEDUCT NAMES COUNTED TWICE,	48
 WHOLE NUMBER OF DIFFERENT STUDENTS,	 806

COURSE OF STUDY IN THE NORMAL SCHOOL.

TABULAR VIEW.

STUDIES.	1st Year.			2d Year.			3d Year.			No. of Weeks given each subject.	Division of Subjects.
	15 Weeks.	12 do.	12 do.	15 do.	12 do.	12 do.	15 do.	12 do.	12 do.		
	1	2	3	4	5	6	7	8	9		
Psychology	†	15	
History and Methods of Education	27	
Constitutions of U. S. and Ill.	12	
School Laws of Illinois.....	3	
Observation in the Model School ..	†	15	
Teaching	48	
Illustrative Work	
Reading and Dictionary.....	††	††	††	39	
Spelling.....	†††	†††	†††	
Grammar	††	††	††	24	
Rhetoric.....	12	
Criticism	12	
English Literature.....	12	
Arithmetic.....	†	†	†	27	
Algebra.....	27	
Geometry.....	24	
Natural Philosophy.....	15	
Astronomy.....	12	
Book-Keeping.....	8	
Drawing.....	27	
Writing	7	
Geography.....	†	†	†	27	
History.....	27	
Physical Geography.....	12	
Medieval History.....	12	
Chemistry.....	15	
Botany.....	12	
Physiology.....	12	
Zoology	12	
Vocal Music.....	12	
Latin.....	
Greek.....	
German.....	
French.....	
Advanced Algebra.....	
Trigonometry and Surveying.....	
Analytic Geometry.....	
Calculus	
										Optional Studies.	

The † shows that the study is pursued at the time indicated.

COURSE OF STUDY.

The Divisions I, II, III, etc., in the foregoing table, are made with reference rather to the studies in charge of different teachers than to the strictly logical groupings of subjects. The annexed SYLLABUS is intended as a key to the table.

DIVISION 1.

OBSERVATION IN THE MODEL SCHOOL. *First Term.* This includes a careful study of the operations of the Primary School, together with actual instruction by the Training Teacher, in the management of classes and in the principles and methods of teaching young children. The observers are required to take notes of what is done and said, and to write them out carefully in their diaries, which diaries are inspected and marked by the teacher. Both the subject matter and the composition of the diaries are criticised. Every student entering the Normal School is strictly required to take this work.

THEORY AND PRACTICE OF TEACHING. *Third Term.* The following are some of the most prominent topics of discussion: 1—EDUCATION: What is it? Its relation to Learning; its mode, in respect to the body, the mind, and the conscience. 2—THE MIND: Its essential unity; classification of its powers; order of their development; cultivation of the senses, the memory, and the reason. 3—THE TEACHER: His motives; his preparation; his manners; his habits of dress, action, thought, and speech; his health. 4—THE SCHOOL: The house and its surroundings, furniture, and apparatus; organization of a school; first day's work; classifying; the program, grading, etc. 5—SCHOOL MANAGEMENT: Principles of government; punishments; making rules; the characteristics of a teacher which are essential to good management. 6—INSTRUCTION: What is a recitation? Assigning lessons; hearing lessons; use of text-books; exactness and promptness in recitation; helping pupils; methods of questioning, etc. Text-book: HEWETT'S *PEDAGOGY*.

PSYCHOLOGY. *Fourth Term.* Mental Science as compared with other sciences. Definition and Classification of the Mental Powers. Consciousness. Attention. Conception. Sense-perception. Theories concerning Sense-perception. Opinions of different

philosophers on this subject. Qualities of Bodies as related to Sense-perception. Functions and Culture of the Different Senses. Memory; its nature, use, and methods of culture. Laws of Memory. Effects of disease on Memory. Imagination; its relation to other faculties. Uses and abuses of Imagination. The Reflective Power. Abstraction. Judgment. Analysis. Synthesis. Classification. Reasoning by induction; by deduction. Reasoning from testimony; from experience; from analogy. Mathematical Reasoning. The Syllogism; its uses; its laws. Opinions of different authors respecting Logic.

All these topics are studied with special reference to their bearing on the work of teaching. Dr. BROOKS's text-book is made the basis of the study.

PHILOSOPHY OF EDUCATION. *Seventh Term; last half.* This includes a study of *Rosenkranz's Pedagogics, as a System.* The study is made as complete as the brief time will allow.

CONSTITUTION OF THE UNITED STATES. *Eighth Term.* Dr. ISRAEL W. ANDREWS's text-book is used. Particular attention is given to the text of the Constitution; and the exposition and history as presented by the author receive all the attention that time will permit. The State Constitution is studied in connection with that of the Nation.

TEACHING IN THE MODEL SCHOOL. Each pupil, after the first year, is required to teach in the Model School, subject to the supervision and criticism of the Training Teachers. He takes entire charge of a class in a single study, and is responsible for both the instruction and the discipline. Four terms of such work is the amount usually required.

During the Senior Year the class have Exercises in Illustrative Teaching and in the Criticism of Pedagogical Literature, under the President. (See page 9.)

DIVISION 2.

GRAMMAR. *Second Term* Etymology. Offices and Peculiarities of the Parts of Speech. Critical Parsing of examples given in the text-book or dictated to the class, and of selections from standard writers. Correction of False Syntax. Written exercises throughout the term, marked with reference to Capitalization, Punctuation, Spelling and Construction, as well as subject matter.

Third Term. Syntax. Classification of Sentences, and of the Elements of the Sentence. Construction of Sentences. Analysis of Sentences, orally, in writing, and by the use of diagrams. Naming of the parts of speech, and construction of each word in the sentence given. Consideration of Abridged Propositions, and of Idiomatic

Forms and Constructions. Correction of False Syntax. Written exercises marked as above. Text-book: GREENE'S.

READING. *First and Second Terms.* Analysis of words according to their Elementary Sounds. Articulation and Pronunciation. Compass and Flexibility of voice. Stress and Emphasis. Pauses. Inflections. Analysis of words according to their Derivation and Formation. Analysis of thought. Practice in Elocution. Text-books: EDWARDS'S.

RHETORIC. *Fifth Term.* Diction, including Purity, Propriety, Precision, Clearness, Unity, Strength, and Harmony. Rhetorical Figures. Style and its Varieties. Original composition during the term. Text-book: A. S. HILL'S.

LITERARY CRITICISM. *Sixth Term.* Critical examination of the style of some of the best authors in the English language, with reference to the Thought, Diction, Sublimity, Beauty, and Rhetorical Figures. Original Composition during the term. Same Text-book.

HISTORY AND METHODS OF EDUCATION. *Seventh Term, first half.* The chief educational ideas of the leading nations, ancient and modern. Text-book: HAILMAN'S.

ENGLISH LITERATURE. *Eighth Term.* Sketches of the leading authors in each department, from the time of Chaucer, with critical study of selections from the same. Text-book: SHAW'S.

HAMLET AND THEMES. *Ninth Term.* A critical study of Shakespeare's Play of Hamlet. HUDSON'S Edition. Orations and Essays.

DIVISION 3.

ARITHMETIC. *First Term.* General Definitions. Notation, three methods; Numeration, two methods; Addition; schemes for class work; Subtraction, two methods of explanation; Multiplication, including short methods. Division; including short methods. Prime Factors of numbers to 100; tests of divisibility; Cancellation; G. C. D.; L. C. M.; Fractions; Decimal Fractions; Compound Numbers.

Second Term. Straight-line Analysis; Ratio; Simple and Compound Proportion; Percentage, and its applications to Gain and Loss, Commission, Insurance, Taxes, Duties, Interest, Discount, Partnership, Equation of Payments, and Average of Accounts and Exchange. Extraction of Second and Third Roots. Text-book: RAY'S HIGHER.

ALGEBRA. *Third Term and Fourth Term.* WENTWORTH'S Complete Algebra.

GEOMETRY. *Fifth Term.* Books I to V inclusive, LOOMIS'S Geometry.

Sixth Term. Books VI to X inclusive, LOOMIS's Geometry.

Sixth Term. (Optional.) Plane Trigonometry, with its application to Land Surveying; Leveling, Variation of Magnetic needle.

PHYSICS. *Seventh Term.* AVERY'S Natural Philosophy. Laboratory Work throughout the term.

ASTRONOMY. *Eighth Term.* RAY'S Elements of Astronomy to chapter XV. Study of Constellations visible from Dec. 1st to March 1st. Text-book: BURRITT'S **GEOGRAPHY OF THE HEAVENS**.

BOOK-KEEPING. *Ninth Term.* BRYANT'S **COMMON SCHOOL**.

DRAWING. *Fourth Term.* Inventive and Industrial Drawing, with daily exercises in judging of the length and position of lines. Exercises in dictation given by the pupils. Outline Drawing from Models. Shading begun.

Ninth Term. Perspective. Linear. Principles for, and location of points in Parallel and Angular Perspective. Projection of shadows. Reflection. Problems given throughout the term, involving all principles in Perspective. Text-book: WALTER SMITH's.

DIVISION 4.

GEOGRAPHY. *First Term.* General Principles of Geography. Brief study of the countries of Continental Europe, Asia, and Africa. Outlines and Maps of the principal countries of Europe and Asia, showing their principal Mountains, Rivers and Cities. More thorough study of Britain as a model. Brief study of the countries of South America. Eight lessons on Methods.

Second Term. Outline and Map of North America. Study of the Continent as a whole. Brief study of British America, Mexico, Central America, and the West Indies. Thorough study of each of the States and Territories. Execution of a Map of each of the States and principal Cities. Astronomical Geography; Latitude and Longitude; Day and Night; the Seasons, etc. Text-book: optional.

PHYSICAL GEOGRAPHY. *Sixth Term.* Review of the Earth's Form, with a sketch of the Theory of its Origin. Physical life of the Earth; Temperature; Atmospheric and Marine Currents; Rains, and the Effects of Climatic Conditions on Vegetable and Animal Life. Historical View of the Earth; the Relation of its Forms and Physical Life to the Development of the Human Race. Text-book: GUYOT'S **EARTH AND MAN**.

UNITED STATES HISTORY. *Third Term.* Voyages, Discoveries, and Indian Tribes. Colonial History, French War, and Revolution. Brief History of the successive Administrations, from Washington's up to the War of Secession in 1861. Founding and Progress of the States in the West and Southwest. History of the War of Secession. Text-book: SWINTON'S.

ANCIENT HISTORY. *Fourth Term.* Early Asiatic Nations. Grecian History. Roman History. Text-book: SWINTON'S OUTLINES.

GENERAL HISTORY. *Fifth Term.* Text-book: SWINTON'S OUTLINES.

DIVISION 5.

CHEMISTRY. *Seventh Term.* Twenty elements. Symbols; Atomic Weight; Properties, chemical and physical; Laws of Combination; Formulæ; Chemical Equations; Reactions; Compounds. Gases—their Liberation; Collection; Management; Combination; Properties. Salts—Properties; Composition; Decomposition; Detection; Knowledge of 50 Compounds. Metals—Properties; Appearance; Detection; Commercial Importance. Organic Chemistry—Food of Plants; Formation of Organic matter. Qualitative Chemistry is associated with General Chemistry in all the work. All students are furnished with complete apparatus for fullest experimentation. Each student becomes acquainted with the construction and management of four different kinds of batteries. Power is acquired to manage the compound blow-pipe, calcium light and electrical apparatus. *Students do the work.* Text-book: AVERY'S.

BOTANY. *Sixth Term.* Seeds—Parts; Kinds; Germination. Plants—Food; Growth; Fruitage; Uses. Principles of Classification, and rules for Spelling, Pronouncing, and Capitalizing the names of the *orders, genera, and species.* Familiarity is acquired with twenty-five orders from the analysis of plants, and from the study of the trees and shrubs on the University grounds. Students have access to twenty botany-presses, and to one good dissecting microscope, for plant analysis and the study of plant-structure. Much experimental work is done in this study. Text-book: GRAY'S FIELD Book.

ANATOMY AND PHYSIOLOGY. *Fifth Term.* General View of the Structure and Functions of the Human Body. Food, and the Digestive Process. The Blood; its Chemical Composition and Vital Properties. Respiration and Nutrition. The Nervous System. The Laws of Hygiene. Text-books: DR. J. C. CUTTER'S, and JEROME WALKER'S.

ZOOLOGY. *Ninth Term.* Comparison and Description of Individual Animals. Methods and Principles of Classification—Carefully Prepared Schemes classifying Animals from Protozoans to Man. Demonstration of the Development of Animal Life. Dissections of Types of Classes—as Crawfish, Beetle, Perch, Frog, Pigeon. Two written papers each month upon the work of Dissection and Study. Examination of the Specimens in the Museum, for the purpose of Learning Structure and Relationship. Text-book: PACKARD'S.

TRAINING WORK.

By referring to the Tabular View of the Course of Study in the Normal School, p. 37, it will be seen that all the students in this department are expected to give an hour daily, during their first term, to "observation" of work in the Primary School. The third term calls for study of "Theory and Practice of Teaching." The opening of the second year marks the beginning of "Training Work." Each student is now introduced to one of the classes in the Model School (of primary, intermediate or grammar grade), for the management and progress of which, in one branch of study, under the direction of the principal training-teacher or one of his assistants, the student is held responsible during the term.

The work to be done is laid out with more or less minuteness of detail according to the nature of the study, the grade of the pupils to be taught, and the apparent needs of the pupil-teacher. The progress of the children, the pupil-teacher's manner with his class, his assignment of lessons, and his devices for gaining and holding the attention are matter of frequent observation by the designated training-teacher, to whom, by "returning the call" before the school day closes, the young teacher gives an opportunity for criticism, whether favorable or adverse.

As an aid to the training-teacher in justly estimating the pupil-teacher's clearness of purpose and directness of aim, the latter is required to keep a faithful diary of his plans, successes, and failures, with comments thereon. At short intervals these records are made the subject of conversation between trainer and trained.

At least once each week, class meetings of pupil-teachers are held, one of the training-teachers presiding. These meetings give opportunity for illustrative teaching, for studying the approaches to new topics, discussing methods, relating observations and experiences, and in various ways heightening the *esprit de corps*.

In addition to the four terms of successful teaching in the Model School, those who are to receive the diploma of the institution make a faithful experimental study, in the third year of the course, of methods for presenting various subjects to children, with special reference to illustration and the use of apparatus. These exercises by the Seniors are with classes of children, and the efforts of each teacher are observed and afterward commented upon by his classmates, as well as by the President, under whose eye and general direction this teaching is done.

By a vote of the board, "All persons who, by a satisfactory examination before the Faculty, shall show themselves entitled to a 'First Grade Certificate,' may be received into a class for a year's course, TO BE DEVOTED EXCLUSIVELY TO TRAINING; and those so working in the Training School shall be entitled to a certificate of attendance."

SCIENTIFIC DEPARTMENT.

NATURAL HISTORY.

The room formerly known as the Museum, and later as the laboratory of the Illinois Natural History Society, is now used as a classroom for science work.

It is still a museum for the exhibition of the collections in Zoology, Botany, and Mineralogy. The objects in these departments of science have been re-arranged for exhibition, and most of them are labeled, showing the scientific and common names. They are open for examination to students and visitors during the sessions of the school.

For the purposes of class-work, including recitation, writing, and dissection, tables and chairs have been arranged for the accommodation of fifty students.

The room is one of the cheeriest in the building, being ample, well-lighted, and attractive.

The office has been refitted and furnished for special work. Nine microscopes, with accessories, excellent desks for microscopic work, furnished with staining glasses and fluids, injecting apparatus, and microtomes, constitute a portion of the outfit for work in Histology.

The laboratory has the use of a new automatic Sehanze microtome, imported from R. and J. Beck, London.

The library contains some of the best works on Embryology, Histology, Pathology, Comparative Anatomy, and Microscopical Technique.

The books pertaining to Birds are from the latest authors, and in this department are the most valuable published in this country.

Material for general and specific work in Zoology can be furnished to any persons desiring a special course.

Hereafter, the work in the Department of Physics will be conducted in the Natural History room, the apparatus having been conveniently arranged in two alcove cases.

The work in Botany and Physiology has been likewise transferred to this room.

CHEMISTRY.

The workers in Chemistry now have the exclusive use of the laboratory in the basement, of the lecture room adjoining, and of all the cases in each.

The laboratory is well furnished, the apparatus being modern, and sufficient for the fullest illustration in General and Analytical Chemistry.

Students of the University, and teachers in the Public Schools, taking such science work as belongs to the regular Normal Course of Study, are at no expense for chemicals and apparatus.

To such as wish to take extra or special work in this department, tuition and a fee for incidentals will be charged.

For particulars concerning the work indicated in the Scientific Department, address Professor Seymour.

ADMISSIONS.

This Institution is intended for the training of young persons of both sexes, for teachers in the schools of Illinois.

Students seeking admission to the University should make application to the School Superintendent of the county in which they reside. They are required—

1. To be, if males, not less than 17, and if females, not less than 16, years of age;
2. To produce a certificate of good moral character, signed by some responsible person;
3. To sign a declaration of their intention to devote themselves to school teaching in this State, as follows:

“I hereby solemnly declare, that my purpose in attending the Normal University is to fit myself for teaching in the schools of Illinois, and that I will carry out this pledge in good faith; and I do further pledge myself to report to the President of the University, semi-annually, where I am and what I am doing, for three years after graduating at said Institution.

4. To pass a satisfactory examination, before the proper officer (County School Superintendent), in Reading, Spelling, Writing, Arithmetic, Geography, United States History, and the Elements of English Grammar.

EXTRACT FROM THE NORMAL UNIVERSITY ACT.

SEC. 7. Each County within the State shall be entitled to gratuitous instruction for one pupil in said Normal University, and each Representative District shall be entitled to gratuitous instruction for a number of pupils equal to the number of representatives in said district, to be chosen in the following manner: The School Superintendent in such county shall receive and register the names of all applicants for admission to said Normal University, and shall present the same to the County Court, or, in counties acting under township organization, to the Board of Supervisors; which said County Court or Board of Supervisors, as the case may be, shall, together with the School Superintendent, examine the applicants so presented, in such

a manner as the Board of Education may direct, and from the number of such as shall be found to possess the requisite qualifications, such pupils shall be selected by lot; and in representative districts, composed of more than one county, the School Superintendent and County Judge, or the Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative district, shall meet at the Clerk's office in the County Court of the oldest county, and from the applicants so presented to the County Court or Board of Supervisors of the several counties represented, and found to possess the requisite qualification, shall select, by lot, the number of pupils to which said district is entitled. The Board of Education shall have discretionary power, if any candidate does not sign and file with the Secretary of the Board a declaration that he or she shall teach in the public schools within this State, in case that engagement can be secured by reasonable efforts, to require such candidate to provide for the payment of such fees for tuition as the Board may prescribe.

Candidates ought to show a knowledge in the branches in which they are examined, sufficient to entitle them to a second-grade certificate.

[AMENDED, February, 1861.]

SEC. 4. Each County in this State shall hereafter be entitled to gratuitous instruction for two pupils in said University, to be selected as provided in Section 7 of the Act to which this is an amendment.

If any County or Representative District neglects to make an appointment, the President of the University, is by a resolution adopted by the Board of Education, authorized to fill the vacancy by appointing some person of proper age and qualification. Every such person must pass, before the Faculty, an examination in the same subjects as in that required before the County Superintendent in other cases. But no one will be admitted who does not attain an average of 60 per cent. on the preparatory work. Persons holding first-grade certificates are excused from examination. (See page 54.)

SUGGESTED FORM OF CERTIFICATE.

I hereby certify that I am well acquainted with.....
.....and know him (or her) to be a person of good moral character.

In case the School Superintendent is not able to make the above certificate himself, something like the following endorsement should be appended by the School Superintendent:

I am well acquainted with.....
.....who signs the above certificate, and believe him to be an entirely trustworthy man; and, so far as I know and believe, the above-named applicant is a person of good moral character.

By vote of the Board, the President is authorized to admit suitable persons by examination, so long as the school is not filled with regular appointees.

Any teacher in the State is welcome to come here at any time, to remain as long as he pleases, to visit any of the classes and laboratories, and observe any of our work—all without enrollment or responsibility. If he is enrolled as a student he is expected to follow our regular Course of Study, provided always that he will be excused from pursuing any study further, after attaining a standing of

85 per cent on a rigid examination in the same. Occasionally an experienced teacher, by special arrangement, is allowed to pay tuition and to select studies to a certain extent, but every such case is decided on its individual merits; we have no general rule to this effect.

No person will be entitled to graduate who does not make the required standing in each study of the course,—either by work in the class-room, or by examination as described above.

We transfer no mark of standing to our books, from other institutions.

MODEL-SCHOOL DEPARTMENT.

THE MODEL DEPARTMENT was established in order that there might be a school exhibiting the best methods of teaching, discipline, and classification, which the Normal students should visit, and in which they should take part as instructors. It is intended that the Course of Study in its several grades shall embrace all that belongs to a thorough education, from the elements up to a preparation either for college or for business.

This Department is divided into four Grades—the High, Grammar, Intermediate, and Primary schools. Each of these is under the direct charge of an accomplished and efficient principal, who is assisted in part by permanent teachers, and in part by pupil-teachers from the Normal School. The work of the latter is subjected to careful supervision and guidance.

The Classical Course is thorough and is more extended than that of some colleges. Our young men enter Harvard and Yale without conditions.

The accompanying plans of study will give a general idea of the subjects to be pursued in the several Grades, and the time allotted to each. It will be observed that two distinct courses are arranged for the High School; one to prepare students for college, and the other for general business. The two, however, are made to blend whenever practicable.

The only requisites for admission are a good character, and a tuition fee of thirty dollars per year in the High School, twenty-five in the Grammar School, and fifteen in the Intermediate Grade. Pupils, on being examined, are classed according to their attainments.

Boys and girls from abroad may be confidently intrusted to the care of the Principals, and, if desired, a monthly report of scholarship and deportment at school will be sent to the parents.

COURSE OF STUDY FOR ILLINOIS STATE MODEL SCHOOL--HIGH SCHOOL GRADE.

CLASSICAL COURSE.				GENERAL COURSE.				REMARKS.
	First Term.	Second Term.	Third Term.		First Term.	Second Term.	Third Term.	
FIRST YEAR.	Latin Grammar. Geography. Eng. Grammar.	Latin Grammar. Geography. Eng. Grammar.	Caesar. U. S. History. Analysis.	Latin Grammar. Arithmetic. Eng. Grammar.	Latin Grammar. Geography. Eng. Grammar.	Cesar. U. S. History. Analysis.	Cesar.	Latin and Greek of the Fourth Year count each as one- half study.
SECOND YEAR.	Caesar. Greek Grammar. Ancient History.		Sallust. Hellenica. Algebra.	Cesar.	Eng. Literature. Drawing. Ancient History.	Sallust. Phys. Geography. Algebra.	Greek and Roman History is pursued in detail in connection with the study of Greek and Latin.	
THIRD YEAR.	Cicero. Hellenica. Algebra.	Ovid. Hellenica. Plane Geometry.	Cicer. Hellenica. Plane Geometry.	Ovid. Herodotus. Solid Geometry.	Cicer. Physiology. Plane Geometry.	Ovid. Botany. Solid Geometry.	Prose Composition in Latin and Greek is also carried along with the regular work through the entire course.	
FOURTH YEAR.	{ Virgil. { Homer. *French. Nat. Philosophy.	{ Virgil. { Homer. *French. Physiology.	{ Lat. Pr. Comp. { Gr. Pr. Comp. Reading and Themes.	Virgil. Chemistry. Nat. Philosophy.	Virgil. Astronomy. Constitutions of U. S. and Ill.	Zoology. Criticism. Reading and Themes.	Substitutes are al- lowed when in the judgment of the Fac- ulty they seem expe- dient.	

*or German.

†or Reading.

*German or French may be substituted for Latin in the third and fourth

Years of the General Course.

When such substitution is made, two years of French and one of German
are required, or the reverse.

COURSE OF STUDY.

LATIN.

FIRST YEAR. *First Term.* English Method of Pronunciation. Etymology. NOUNS—Inflection; Gender by Signification and Termination; Irregular Inflection. ADJECTIVES—Inflection; Irregular Inflection; Comparison; Irregular Comparison; Defective Comparison; Numerals. PRONOUNS—Inflection; Use. VERBS—Definitions; Principal and Historical Tenses; Inflection; Deponent; Periphrastic Conjugation; Formation of Perfect and Supine Stems; Irregular Verbs; Defective Verbs; Impersonal Verbs. Review.

Second Term. Syntax by Sections. NOUNS—Rules and Principal Remarks; Translations from the Reader, to illustrate each rule. ADJECTIVES—*Oratio Obliqua*; Use of an Infinitive. Gerund. Supine. Participles. Translation of Fables and Anecdotes. Review.

Third Term. Cæsar. The Helvetian War, with special reference to the use of Moods and Tenses. Life of Cæsar. Review.

SECOND YEAR. *First Term.* Cæsar. Finish first book and read fifteen sections of the second book, giving special care to the use of Gerunds, Gerundives and Supines. Latin Prose Composition; ten lessons. Review.

Second Term. Cæsar. Finish second book and read third and fourth books. General drill in Construction. Latin Prose Composition; ten lessons. Review.

Third Term. Sallust's Catiline. History of the life of Sallust, and of Catiline. Latin Prose Composition; ten lessons. Review.

THIRD YEAR. *First Term.* Cicero. Manilian Law. Two orations against Catiline. Life of Cicero. Latin Prose Composition; ten lessons.

Second Term. Cicero. Five orations. Latin Prose Composition; ten lessons.

Third Term. Ovid. Selections. Latin Prose Composition; ten lessons.

FOURTH YEAR. *First Term.* Virgil. First book of the *Æneid*. Life of Virgil. Rules for quantity. Versification. Scanning. Mythology. Latin Prose Composition; ten lessons. Review.

Second Term. Virgil—second, third, and fourth books. Latin Prose Compositions; ten lessons. Review.

Third Term. Virgil—fifth and sixth books, and all of the Eclogues. Latin Prose Composition; ten lessons. Review.

Text-books: HARKNESS's Grammar and Texts; JONES's Latin Lessons and Composition.

GREEK.

First Term. ALPHABET—Sounds of Vowels; Diphthongs; Consonants; Breathings; Elision; Final Consonants; Movable Consonants; Pure Vowels and Syllables. Quantity. Accent. Inflection. NOUNS—First Declension; Second Declension; Adjectives of the first and second Declension. *Contract Nouns.* Attic Second Declension; Third Declension; Stems ending in a Labial or a Palatal; Stems ending in a Lingual Mute; Stems ending in a Liquid; Syncopated Stems; Stems ending in *s*; Stems ending in close Vowels; Stems ending in a Diplthong. ADJECTIVES—Third Declension; Regular and Irregular Comparison. Defective and Irregular Comparison. PRONOUNS—Personal; Possessive; Intensive; Demonstrative; Relative; Interrogative; Reciprocal and Reflexive. Translations of Greek to English and English to Greek, from the Reader, to illustrate each lesson. Review.

Second Term. VERBS—Voices; Moods; Tenses; Stems and Roots; Tense-Systems; Tense-Signs; Mood-Signs; Connecting Vowels and Endings; Inflection of Present System; Inflection of Future and First Aorist Systems; First Perfect System; Aorist and Future Passive Systems; Participles; Second Aorist and Second Perfect Systems; *Contract* Verbs; Principal Parts of Pure Verbs; Mute Verbs; Liquid Verbs and reasons for all changes; Verbs in *mi*; Irregular Verbs. Translation from the Reader, of Greek to English and English to Greek, to illustrate each lesson. Review.

Third Term. Translation from the Hellenica, giving special care to Inflection and principal parts of verbs. Syntax of nouns. Moods and Tenses. Review.

SECOND YEAR. *First Term.* Hellenica. Selections. Moods and Tenses. Greek Prose Composition; ten lessons. Review.

Second Term. Hellenica and selections from Plato. Greek Prose Composition; ten lessons. Review.

Third Term. Herodotus, GOODWIN'S Selections. Greek Prose Composition; ten lessons. Review.

THIRD YEAR. *First Term.* Iliad; first book. Greek Prosody. Scanning. Greek Prose Composition; ten lessons. Review.

Second Term. Iliad; second and third books, omitting Catalogue of Ships. Greek Prose Composition; ten lessons. Review.

Third Term. Greek Prose Composition; Greek Reviews. Textbooks: GOODWIN'S Grammar, LEIGHTON'S Lessons, JONES'S Composition.

ROMAN HISTORY.

From the foundation of Rome to the re-union of the East and West. DR. LEIGHTON'S History. Geography of all countries mentioned.

GRECIAN HISTORY.

From the earliest times to the death of Alexander the Great. DR. SMITH'S History." Geography of all countries mentioned.

FRENCH.

FIRST YEAR. *First Term.* MAGILL'S Grammar. Translations of Phrases and Simple Sentences. French Composition. Conversation.

Second Term. Irregular Verbs. SAUVEER'S *Causeries Avec mes Eleves.* Translations. French Composition.

Third Term. MAGILL'S French Reader. Syntax begun. French Composition. Conversation.

SECOND YEAR. *First Term.* Dialogues and anecdotes. Syntax continued. French Composition. Conversation.

Second Term. Review of Verbs. Translations. French Composition. Conversation.

Third Term. French Classics.

GERMAN.

FIRST YEAR. *First Term.* COMFORT'S Course, Part I. Grammar Translations.

Second Term. Grammar continued. COMFORT'S First German Reader. Composition.

Third Term. COMFORT'S Course, Part III. Composition-GRIMMS'S Marchen.

SECOND YEAR. *First Term.* A German Reader containing selections from the best authors. (COMFORT.) Conversation.

Second Term. Translations. Composition. Conversation.

Third Term. Reading. Literary Criticism.

GRAMMAR-SCHOOL GRADE.

The Grammar grade is a school for those who wish to prepare for the Normal or High School, or for general business.

Young men and women not fully prepared, who wish to enter the Normal Department, are enabled to do so by spending a term or two in the rigorous preparatory drill of the Grammar School; while, to those who are preparing for the High School, it offers excellent academic training. It is in direct charge of a Principal, and his assistant teachers are under the constant supervision of the Principal Training Teacher.

Pupils often fail in their efforts to get a higher education, simply because their elementary instruction has been poor; hence, great care is taken that each one be well grounded in elementary knowledge.

Those who wish merely a common school education will find the course comprehensive enough for all ordinary business purposes. Much care is taken that pupils shall become good penmen, and that they shall acquire such ready knowledge of arithmetic that they may make good accountants. Those more advanced will have the opportunity of studying book-keeping taught according to the most practical methods.

The grading is such that pupils may take the work which they are best fitted to do; and, during the second year, such as can do so are allowed to take any of the languages in the High School.

The moral influence of the school and town is good. Vicious boys who are outcasts from other schools will not find admittance here; nor are saloons or other places of evil resort allowed in the town.

FIRST YEAR.

READING.—Give careful attention to expression and to quality of voice. See that the pupil reads as he talks. Drill the eye on the quick recognition of words.

SPELLING.—Written. EDWARDS'S ANALYTICAL SPELLER. See that the pupil keeps a careful record of corrected words, makes frequent copies of the same, and applies three "Rules" for spelling.

LANGUAGE.—SWINTON'S NEW LANGUAGE LESSONS. Supplementary work continued. Letter writing. Require frequent written exercises.

GEOGRAPHY.—Continue tracing, sketching, and work from reference books.

ARITHMETIC.—Finish **WALTON'S INTELLECTUAL**. In plan and purpose continue work of the preceding year. Decimal Fractions. Compound Numbers.

WRITING OR DRAWING.

SECOND YEAR.

READING.—Fifth Reader. **SEVEN AMERICAN CLASSICS** during third term. Thought-analysis. Careful study of expression. Use and application of rhetorical figures. Lead the pupils to admire and appreciate what is pure and lofty in literature. Let them exercise their taste in selecting and memorizing what is most beautiful, whether in poetry or prose.

SPELLING.—Select words that are interesting and practical from different spelling-books, other text-books, and from newspapers. Make a study of prefixes, suffixes, synonyms, homonyms, and derivations.

GRAMMAR.—**GREENE'S**. Composition work continued. Analyzing.

GEOGRAPHY.—**GUYOT'S GRAMMAR SCHOOL**. Comparative and Mathematical Geography.

ARITHMETIC.—**WALTON'S WRITTEN**. Percentage (Interest, Partial Payments, Discount, Profit and Loss, etc.) Much oral drill on the foregoing. Ratio and Proportion. Analysis.

BOOK-KEEPING.—**BRYANT'S COMMON SCHOOL**.

SCIENCE.—Natural Philosophy. Levers, motion, specific gravity, heat. (All illustrative.)

OPTIONAL.—Latin, German.

INTERMEDIATE GRADE.

FIRST YEAR.

FIRST TERM.

READING.—Third Reader. Study of the long and the short vowels; their mode of representation (Webster). All new words pronounced in the class when the lesson is assigned. Natural expression of thought. Pupil reads to himself before reading aloud. Choice selections memorized.

SPELLING.—Careful attention given to Spelling in connection with Reading and Language.

LANGUAGE.—POWELL'S HOW TO TALK, supplemented by seeing-and talking-exercises from objects. Some written work (with pencils) in the class. Pains taken to secure systematic and connected thought. Neatness.

GEOGRAPHY.—Distance. Scale. Map representation. Sketching. Molding.

ARITHMETIC.—Exercises in rapid addition, subtraction, multiplication and division. Thorough intellectual drill in oral work. Promptness. Problems in U. S. Money, made and performed by the pupils.

WRITING.—Daily practice in Writing and Drawing.

SECOND TERM.

READING.—Work of previous term continued. Study of diphthongs and consonants. Phonic Analysis. The children relate the story of the lesson. Proof required that the pupil understands, before he is asked to read aloud. He is led to glance from the book when within a few words of the close of sentences or paragraphs.

SPELLING.—As in previous grade. Copying paragraphs from the Reader.

LANGUAGE.—Work of first term continued. Children encouraged to talk freely about what they have seen, and to relate their own experience. (The teacher must be a good listener). The children helped to right habits of thinking. Correct forms, whether written or spoken, to be strongly emphasized; false forms, even when under criticism, to be rarely repeated. Pupils led to give full descriptions of objects. (Few questions).

GEOGRAPHY.—The continents and their relative positions. Study of a globe. Work of the natural boundaries.

ARITHMETIC.—Drill work, oral and written, continued. Fractions—illustrated by the use of money, dry measure, counters, sticks, or lines. No guessing allowed, *i. e.* no opportunity given for it.

DRAWING OR WRITING.—Special attention given to position and movement.

THIRD TERM.

READING.—Third Reader. Sight reading. Attention given to the meaning of new words. The pupil's acquaintance with words shown by his using them in sentences. The pupils use their own language in the explanation of sentences or paragraphs.

SPELLING.—By sound and letter. Silent letters noted. Copying as in previous grade.

LANGUAGE.—How to TALK, supplemented by work in Natural Science, with mounted specimens of birds, quadrupeds, and insects.

GEOGRAPHY.—The pupil's notions of agriculture and commerce extended. Illinois. Chicago. Sketching.

ARITHMETIC—**WALTON'S INTELLECTUAL.**—Accuracy, neatness, and promptness. Pupils required to make problems. Drill.

WRITING.—Daily practice. Much attention given to form and neatness in all written work.

SECOND YEAR.

READING.—Fourth Reader with occasional lessons from supplementary books and papers. Attention to suggestions made in reference to the work of the preceding grades. Use and explanation of a few simple forms of figurative language. More frequent use of the Dictionary.

SPELLING—Important words from the reader and selected words from a "word-book" used in the grade.

LANGUAGE.—Finish HOW TO TALK, with much supplementary work.

GEOGRAPHY.—Relief, climate, productions. Tracing and sketching of the different groups of The United States. Descriptive Geography of the same. Judicious use of Gazetteer and other reference books. The work made interesting by correct mental pictures.

ARITHMETIC.—**WALTON'S INTELLECTUAL**—oral and written work. Pupils taught to illustrate and to prove by means of lines and objects. Logical analysis required and care taken to make the work a valuable discipline.

WRITING.—Drawing or writing suited to the grade. Pains taken to see that the pupils form right habits of position and movement.

SCIENCE.—Illustrative work in Natural History, with living animals and mounted specimens.

PRIMARY GRADE.

FIRST YEAR.

READING.—Lessons in script from the blackboard, during the first half of the year; EDWARDS'S FIRST READER, in connection with supplementary reading, during the last five months.

I. A list of all words given is kept by the teacher. Constant review of these words in new stories.

II. The children presented with connected thought, as soon as possible. Care taken that the stories are fresh, wholesome, and entertaining.

SPELLING.—Connected with Reading and Language. Much copying of perfect forms of words and sentences. Children guarded against false spelling. During the second and third terms, they write original sentences containing words found in the reading lessons.

PHONICS.—I. Ear-Culture. The teacher spells, by sound, any word within the vocabulary of the children. The ear trained until instant recognition of the word follows.

II. Imitation by the children.

III. Powers of the consonants taught.

IV. Vowels begun.

WRITING.—Object lessons given to introduce the different kinds of lines. Analysis of the small letters. The various combinations of letters taught. Capital letters introduced as needed to express thought, but not analyzed.

LANGUAGE.—I. *First Term.*—Oral work. Freedom of expression is sought. Lessons on Animals and Plants as bases for talks. The children trained to see, to think, and to say logically.

II. Children trained to express connected thought by relating stories, giving descriptions, etc.

III.—A classified list of the errors of the children is kept by the teacher, and the correct forms are drilled upon.

IV. During the third term the children write their thoughts upon simple subjects. They also write letters.

NUMBER.—Concrete Number taught through 10. Addition and Subtraction begun with 1 and 2. Multiplication and Division begun in learning 4.

I. *Order*: *a*. Children handle objects and find results. *b*. The teacher holds the objects, to secure rapid seeing and combining. *c*. Children originate concrete problems. *d*. After combining to form the new number, the children are not permitted to count by ones.

II.—*Figures*. Figures and signs taught after the first term.

III.—*Fractions*. Halves, thirds, and fourths taught by cutting, paper-folding and drawing.

IV.—*Measures*. Pints, quarts, gallons, feet, and yards, taught with measures.

DRAWING.—Constructive Exercises. I. *a*. Paper-folding. *b*. Patterns made with straight lines, sticks of colored card-board being used.

II. Patterns made with sticks, squares and triangles.

III. All patterns transferred to slates.

IV. Drawing of straight-line objects.

V. Clay Molding.

SECOND YEAR.

READING.—EDWARDS'S FIRST READER finished. Additional reading matter equivalent to four First Readers mastered. *a*. Children trained to group words rapidly. *b*. They tell the story; also, express their conception by drawing.

WRITTEN SPELLING.—Drill given in all studies.

PHONICS.—Consonants reviewed, vowels begun.

WRITING.—Capital letters begun. Analysis of each letter as given.

LANGUAGE.—First year's oral work continued, written work greatly extended. Lessons in Zoology and Botany furnish materials for compositions. POWELL'S HOW TO TALK begun.

NUMBER.—I. First year's work reviewed.

II. Each number through 20 mastered. (The results do not exceed 20). *a*. Much drill in applying the fundamental processes of arithmetic to each of these numbers—instantaneous results required.

III. Addition and Subtraction tables (even series) of 2's, 3's and 4's learned through 24, 36 and 48, respectively; also, the Multiplication and Division tables of 2's, 3's and 4's. Written work connected with the tables as they are learned.

IV. "Place" value of figures taught, with objects. The reading and writing of numbers through thousands. Children taught to recognize money, and to make change; also to write dollars and cents.

V. The fractions learned are reviewed; fifths and sixths are taught with problems.

DRAWING.—I. Patterns made with card-board or paper, cut into curvilinear forms. These transferred to slate.

- II. Drawing from objects continued.
- III. Drawing Book No. I.—INDUSTRIAL DRAWING.
- IV. Work in water colors begun.
- V. Clay molding.

THIRD YEAR.

READING.—EDWARDS'S SECOND READER completed; also, four supplementary readers. Fresh papers and magazines are constantly accessible to the children. Vowel sounds completed.

WRITING.—Capital letters completed and reviewed during the first term.

LANGUAGE.—POWELL'S HOW TO TALK continued. Much written composition.

NUMBER.—The tables through the 10's. Written work corresponding. Fractions through tenths. The reading and writing of numbers through thousands. Measures previously given reviewed with problems; Dry Measure learned.

GEOGRAPHY.—(Lessons in Direction, Place, and Form have been given as general exercises during the first and second years.) I. A map of the school-room drawn by the children. *a.* Children taught what a map is. *b.* Meaning of *scale of a map* taught, and a scale agreed upon. *c.* Direction on a map taught. *d.* Drawing of objects in the school-room.

II. Lessons upon the following topics: Normal,—farms surrounding, imaginary trips to neighboring towns, McLean County, a trip to Chicago, to St. Louis.

- DRAWING.—I. Work in curves reviewed.
- II. Much drawing from objects.
- III. DRAWING BOOK No. 2.
- IV. Work in water colors continued.
- V. Clay molding.

GENERAL LESSONS.

Calisthenics, Music, Poetry, Botany, Zoology.

ADDITIONAL INFORMATION.

Thorough DISCIPLINE will be enforced in every department of the University.

Experience has shown it to be necessary that a perfect understanding should exist between the President and those with whom the students board, in respect to the habits and conduct of students in their rooms.

BOARD, in good families, costs from \$3.00 to \$4.00 a week, exclusive of fuel, lights, and washing; when the fuel and lights are furnished the charge is a little more.

The expense of board is reduced about one half by boarding in clubs, and by self-boarding. Rooms can be secured at reasonable rent in the village.

The following may be considered a near approximation to the necessary EXPENSES for one year, exclusive of pocket money, apparel, traveling, and board in vacation:

Board, 39 weeks,	-	-	from \$78 00 to \$156 00
Washing,	-	-	" 15 00 to 25 00
Books and Stationery,	-	-	" 10 00 to 15 00
Total,	-	-	\$103 00 to 196 00

TUITION IS FREE in the Normal Department, to those who take the pledge to become teachers in Illinois.

No one is admitted to the Normal Department who does not declare an intention to become a teacher; but he may be freed from his obligation to teach in Illinois, by paying tuition at the rate of thirty dollars a year.

Students are advised to bring with them such books as they may have, but not to purchase others until they arrive at the University. Students arriving on the I. C. and C. & A. railroads should come to Normal station; those arriving by other roads can reach Normal from Bloomington by street cars. In no case is the hiring of a carriage necessary.

The APPARATUS is excellent in quality, and sufficiently ample for the ordinary purposes of illustration.

The UNIVERSITY LIBRARY is choice in character and contains 1,800 volumes of valuable standard books. Additions are made to it from time to time.

The DIPLOMA of the University is conferred upon all who creditably complete its full course of study.

A CERTIFICATE is granted for the successful completion of one year's work, and another for that of two years.

There are two LITERARY SOCIETIES, the Philadelphian and the Wrightonian, each of which has a well-selected library.

The MUSEUM and room for Microscopic work are in the University building, and to these the students of the University have access under suitable restrictions.

The Special Summer Term for Teachers has been discontinued for the present.

ADVERTISEMENT.

The preceding pages show that the State Normal University offers excellent advantages to persons desiring to pursue any one of four distinct lines of study.

I. THE NORMAL SCHOOL.

The work of the Normal School is the central thought of the University, —it is for this that the University exists—all the other departments were established to assist in doing this work. Nevertheless, the other departments will serve well the purpose of those wishing instruction in their several fields, even though they have no design to become teachers.

The sole purpose of the Normal School is to prepare teachers for the schools of the State. It will be seen that its pupils are instructed and drilled both in the things to be taught and in the methods of teaching. The usual time necessary to complete a full course is three years; yet, if pupils can show by a thorough examination that they are fully prepared on any of the studies of the course, they will be excused from pursuing those studies. On the other hand, no student will be allowed to pass a study until he has accomplished a certain result, no matter how much time he may have given to it.

II. TRAINING WORK.

This is the *strictly professional* work of the Normal School, and all who graduate from the Normal School must take the full course. But, by the recent action of the Board of Education, any persons who are found to be prepared may take the professional study and practice *alone*, and receive a certificate for work successfully done. This offers to the teachers of the State an opportunity for strictly professional improvement, of which it is hoped many will avail themselves. See also page 36.

III. SCIENTIFIC DEPARTMENT.

Our facilities for the study of Botany, Zoology, Geology, Chemistry, and Mineralogy, are excellent; and we now offer them to such as desire to make these studies a *specially*, at a very small cost.

IV. MODEL DEPARTMENT.

This school, in its several grades, offers great advantages for obtaining academic instruction of any grade below that of our best colleges; and it will be observed that the cost of tuition is very reasonable. Pupils completing the work of the High School are allowed to graduate and receive the formal diploma of the Institution.— See page 41.

CALENDAR FOR 1885-6

THE SCHOOL YEAR of thirty-nine weeks is divided into three Terms.

The FIRST TERM, of fifteen weeks, begins on Monday, September 7th, and closes on Thursday, December 17th. Examination at the close of the term. Annual contest of the Literary Societies on Wednesday evening, December 16th. Semi-annual meeting of the Board of Education on Wednesday, December 9th.

VACATION OF TWO WEEKS.

The SECOND TERM begins on Monday, January 4th, 1886, and closes on Thursday, March 25th. Examination at the end of the term.

VACATION OF ONE WEEK.

The THIRD TERM begins on Monday, April 5th, and closes on Thursday, June 24th. Examination during the last week of the term. Annual meeting of Alumni, June 23d. Annual meeting of the Board of Education on Wednesday, June 23d. Commencement exercises on Thursday, June 24th.

VACATION OF TEN WEEKS.

The New School Year opens on Monday, September 6th, 1886.